apprenticeship
FRAMEWORK

Court, Tribunal and Prosecution Operations (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03833

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Court, Tribunal and Prosecution Operations (England)

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Framework summary

Court, Tribunal and Prosecution Operations

Intermediate Level Apprenticeship in Court, Tribunal and Prosecution Administration

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Court & Tribunal Administration

Competence qualifications available to this pathway:

C1 - Level 2 NVQ Diploma in Court/Tribunal Administration

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Knowledge of Court/Tribunal Administration

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Court, Tribunal and Prosecution Operations

Advanced Level Apprenticeship in Court and Tribunal Operations

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Court and Tribunal Operations

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 NVQ Diploma in Court/Tribunal Operations

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 8	**This framework includes:**
Framework ID: FR03833	Level 2 Level 3
Date this framework is to be reviewed by: 01/03/2017	This framework is for use in: **England**

Short description

This framework at level 2 and 3 has been developed with the support of Her Majesty's Court & Tribunal Service (HMCTS) and the Crown Prosecution Service (CPS) and forms part of the Justice system's plan to develop a clear framework of qualifications for the sector. It is designed to provide a work based entry route into specific occupations within Court, Tribunal and Prosecution services, upskill the existing workforce and replace those who leave or retire. At level 2 staff will work in an administrative role within a Court, Tribunal or Prosecution service. The framework will either give a broad understanding of the Civil & Criminal Justice System or a more detailed understanding of criminal prosecution depending on the pathway chosen. At level 3 staff will work in an operational role that supports the day to day running of the court or tribunal.

Contact information

Proposer of this framework

This framework was proposed by Ministry of Justice (MoJ), Crown Prosecution Service (CPS), Her Majesty's Court & Tribunal Service (HMCTS) and the Scottish Court Service. It has been developed in order to meet the skills needs of the sector as a whole and to professionalise the service. Employer input was collected through employer engagement meetings which gathered the views of a wide range of individuals and organisations. The results of all the combined consultation informed the content and structure of this framework. The process was overseen by a steering group of key individuals representing HMCTS and CPS. The competence and knowledge qualifications in this framework are underpinned by National Occupational Standards (NOS).

Developer of this framework

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Revising a framework

Contact details

Who is making this revision:	Marina Popova
Your organisation:	Skills CFA
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Why this framework is being revised

This framework was revised by Skills CFA in April 2016 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in April 2016 in order to remove Prosecution Administration Pathway (Level 2).

Qualifications removed

- SQA Level 2 Diploma in Court/Tribunal Administration (600/0041/7)

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.
2. All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.
3. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the Sector

There are currently more than 23,000 staff that work in the support and administration of the Courts and Tribunals across the UK. The Crown Prosecution Service as the principal prosecuting authority in England and Wales employ around 8400 staff.

Administration plays a crucial part in the day to day running of the Judicial system. Staff work as administrators under a variety of different job titles within a Court, Tribunal or Prosecution service. Court, Tribunal and Prosecution services are part of the wider Justice system which in total employs up to half a million people in Policing and Law Enforcement, Community Justice, Custodial Care and Forensic Science.

The Justice system in general faces a number of challenges to attract more people from Black & Minority Ethnic (BME) groups into the sector and to upskill the existing workforce. However within the Court, Tribunal and Prosecution services the proportion of BME workers is higher than the UK economy as a whole. Nevertheless there are a number of workforce challenges:

- twenty per cent of the workforce is qualified below level 2 or does not have any qualifications and amongst this group there is a need to develop literacy and numeracy skills
- ICT skills are a priority for the sector to cope with the demand for sharing secure information due to the significant increase in communication via email, use of organisation intranets and a general move towards ICT business communication which

has affected all sectors over the last two decades
- a significant number of employers report a decreased number of applicants to Justice sector jobs, especially in those roles not widely understood. Perceptions, by some, of the sector may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- in particular, there is an issue with the sector not reflecting the community it is serving in terms of a more diverse ethnic make-up. Currently, 95% of people working within the Justice sector are white and just over half of the workforce is male

The vision for the Justice sector is to have a framework of flexible qualifications for all staff which meets the skills priorities for the sector, and which adds value and offers opportunities for career progression and transfer to other roles across the sector. This framework has therefore been developed with the help of employers to include the new mandatory qualifications for all those working in Court, Tribunal and Prosecution services in order to meet their skills needs and professionalise the service.

Intermediate Level Apprenticeship

The Intermediate Level Apprenticeship framework is of enormous strategic benefit as it will give staff within Her Majesty's Court & Tribunal Service (HMCTS) and Crown Prosecution Service (CPS), key agencies within the Criminal Justice System (CJS), access to the same vocational qualification. This promotes the transferability of skills across these organisations. The framework will also recognise the subtle differences between legislation that governs these agencies which perform similar functions within the CJS. This is an unprecedented opportunity for professionalising and joining up the delivery of Justice to the public.

The framework at level 2 is aimed at apprentices who work in an administration role within the Court/Tribunal/Prosecution service. Apprentices, who can be both new or existing members of staff, are expected to undertake a variety of duties including extracting files, filing, data-input onto computers, drafting routine letters, photocopying documents and using fax machines. Dealing with members of the public is a key aspect of the role of administrators as well as working as part of a team. Whilst job titles may vary across the different organisations the roles involve similar working practises and responsibilities.

There are two pathways within this framework, Court & Tribunal Administration pathway and Prosecution Administration pathway:

1. The Court & Tribunal Administration pathway can be used by anyone who is working in an administrative role within a Court/Tribunal/Prosecution service and focuses more generally on the Civil/Criminal Justice System
2. The Prosecution Administration pathway is a more specific pathway for administration

staff working within a Prosecution service. This pathway places a greater emphasis on knowledge of the Criminal Prosecution System

Advanced Level Apprenticeship

The Advanced Level Apprenticeship again enables employers to develop staff with transferrable skills that can be redeployed elsewhere in the business as change occurs. The framework at level 3 is aimed at apprentices with some prior knowledge and experience of court and tribunal operations. The types of role that an apprentice will carry out vary greatly depending on the organisation so job titles may vary from those listed. For example someone working within a smaller court may perform a broader range of tasks than someone working in a large court. At Advanced Level apprentices may also have some management responsibilities so the mandatory qualifications will enable the development and assessment of these skills.

The Advanced Level Apprenticeship is for Team Leaders, Clerks of Court and Executive Officers working within courts and tribunals. It will develop the skills needed to perform competently in these roles and the knowledge and understanding of the procedures of the Civil/Criminal Justice System.

This framework will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality level 2/3 skills programme, as a real alternative to academic qualifications, for those who prefer this style of learning and achievement
- incorporating skills to improve the levels of general literacy, numeracy and ICT in England
- using technical and competence qualifications, valued by employers, to help their businesses grow
- developing apprentice's employability skills, making them more attractive to all employers whichever career they choose
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- providing a career pathway into jobs and training at intermediate and higher level, to provide the skills which the economy needs to grow
- building on the existing quality learning provision for the Justice sector in England

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to upskill the existing workforce to replace those who leave or retire and to provide a progression route into occupations in Court, Tribunal and Prosecution services. The framework will improve the flexibility of staff so that they are more adaptable, helping them to move into different roles within these services.

Objectives:

- to attract more applicants into Court, Tribunal or Prosecution services at levels 2 and 3 including those from under-represented groups
- to contribute to increasing the number of existing staff qualified to level 2 and above
- to provide a standardised programme of learning and development, incorporating transferable skills which apply across Court, Tribunal and Prosecution services and the wider Justice sector
- to develop problem solving, communication, team working and literacy and numeracy skills, which are a priority for the sector
- to provide opportunities for career progression into management in Court, Tribunal or Prosecution services or the wider Justice sector

Entry conditions for this framework

Apprentices should have attention to detail and be willing to work in a team environment whilst also being willing to work using their own initiative. Apprentices should be keen to work in a legal/justice setting and have an interest in providing excellent customer service.

Where initial assessment is used this should be to identify support and learning needs for apprentices. Initial assessment should not create a barrier to entry.

It should also be noted that, for the majority of roles, successful applicants will be subject to a Disclosure Scotland criminal record check. In addition some designated posts may also be subject to a Criminal Records Bureau Check or a Counter Terrorism Check, depending upon the role and/or location.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Court, Tribunal and Prosecution Administration

Pathways for this framework at level 2

Pathway 1:	Court & Tribunal Administration

Level 2, Pathway 1: Court & Tribunal Administration

Description of this pathway

Court, Tribunal & Prosecution Administration (Court & Tribunal Administration)

The total minimum number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **69**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

The credit values are broken down as follows:

- 41 credits from the competence qualification
- 13 credits from the knowledge qualification
- 15 credits from Transferable Skills (English, mathematics, ICT)

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.

Job title(s)	Job role(s)
Administrative Assistant	Work as part of a team, with a focus on meeting the requirements of customers. To undertake a variety of duties including extracting files, filing, data input onto computers, drafting routine letters, photocopying documents and using fax machines.
Administrative Officer	Work as part of a team to ensure that the court or office meets its aims and objectives, by completing all processes to the required standard and within the required time, placing high importance on customer service. Undertake a wide range of administrative duties.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Court/Tribunal Administration					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/0041/7	SQA	41	155	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Knowledge of Court/Tribunal Administration					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/0009/0	SQA	13	75	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 2 Certificate in Knowledge of Court/Tribunal Administration provides the underpinning knowledge and understanding for the Level 2 NVQ Diploma in Court/Tribunal Administration.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

** achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

*** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT is included for this pathway. See above table for details.

Progression routes into and from this pathway

Progression into this pathway

Entry into this pathway may be:

- direct entry from a school or college
- from a 14-19 Diploma in Public Services or Business Administration & Finance
- direct entry from another occupation e.g. Administration, Customer Service
- direct entry for existing staff working within the Court/Tribunal/Prosecution service

Progression from this pathway

Jobs:

- operational roles within Courts/Tribunals organisations (e.g. Court/Tribunal Clerk, Casework Assistant, Paralegal Officer). With significant further experience it may be possible to progress to management level roles such as Court Manager
- specialised roles within the Court/Tribunal/Prosecution service such as: Witness Care, Court Usher, Team Leader, Bailiff
- other roles within the Justice and widers sectors, for example Administrator, Customer Service Adviser

Further training and qualifications including:

- Level 3 Apprenticeship in Court & Tribunal Operations
- Level 3 NVQs relating to the sector e.g. Court/Tribunal Operations, Witness Care, Legal Advice, Debt Management
- Level 3 NVQs in more general areas e.g. Business Administration, Customer Service, Team Leading
- Other Level 3 Apprenticeships e.g. Customer Service, Business Administration, Witness Care
- knowedge based qualifications such as BTEC in Public Services
- Internal employee training courses

For more information on careers see the Skills for Justice website at:
www.sfjuk.com/sectors/courts-tribunals-prosecution/working-in-courts-tribunals-and-prosecution/careers

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice Workbook for Apprentices must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must be aligned to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

How to meet the requirements for ERR

ERR is a mandatory unit in the knowledge based element (Certificate in Knowledge of Court/Tribunal Administration) of the Apprenticeship framework. Therefore, no additional delivery is needed to cover ERR requirements. Skills for Justice has developed the Workbook for Apprentices which may be used to gather evidence for the unit.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: acecerts.co.uk/web

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link: www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/a pprenticeships

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Court and Tribunal Operations

Pathways for this framework at level 3

Pathway 1:	Court and Tribunal Operations

Level 3, Pathway 1: Court and Tribunal Operations

Description of this pathway

Court & Tribunal Operations

The total minimum number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **54**. This is achieved through completion of the Combined (Knowledge & Competence) and Transferable Skills qualifications.

The credit values are broken down as follows:

- 39 credits from the combined qualification
- 15 credits from Transferable Skills (English, mathematics, ICT)

Entry requirements for this pathway in addition to the framework entry requirements

Entry requirements are as described in the general entry requirements sections.

Whilst there are no formal entry requirements employers may require advanced apprentices to have significant experience of working in a Court or Tribunal or to have completed the Intermediate Apprenticeship in Court, Tribunal and Prosecution Administration.

Job title(s)	Job role(s)
Clerk of Court	Maintain records within a court, responsible for administering oaths to witnesses and jurors. This role works within a framework of well-established systems and procedures.
Team Leader	Manage and lead a team of administrative staff working within a framework of systems and processes. Role holders will have line management responsibilities for staff including performance improvement & management, people development and be responsible for managing the work of a team.
Executive Officer	Provide junior management support and carry out fairly complex administrative duties following set procedures, using independent judgement when carrying out instructions. Have responsibility for drafting & checking correspondence, compiling & verifying data, reporting and liaising with stakeholders.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 NVQ Diploma in Court/Tribunal Operations					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	600/9044/3	SQA	39	155	N/A

Relationship between competence and knowledge qualifications

The Level 3 NVQ Diploma in Court/Tribunal Operations must be completed. To ensure a robust assessment process knowledge and competence must be separately assessed. Whilst completing the Level 3 NVQ Diploma in Court/Tribunal Operations apprentices will achieve a minimum of 16 credits towards knowledge depending on the optional units chosen. Knowledge and competence are combined within each of the units in the qualification. As a general rule learning outcomes that begin 'Know how to...' or 'Understand...' are concerned with knowledge. Learning outcomes that begin 'Be able to...' are concerned with competence. To aid separate assessment a breakdown of credits for knowledge and competence is included below for each of the QCF units:

Mandatory units:

- H/600/9660 Develop working relationships with colleagues (2 competence, 1 knowledge)
- L/600/9586 Manage own professional development within an organisation (3 competence, 1 knowledge)
- Y/601/5312 Equality and Diversity (0 competence, 6 knowledge)

Optional Group A - candidates must choose 4 or 5 units:

- A/601/4864 Manage jurors and protect their integrity at court (4 competence, 2 knowledge)
- A/602/5637 Address requirement for special arrangements at courts/tribunals (2 competence, 3 knowledge)
- J/503/7389 Process the outcomes of court/tribunal hearings (3 competence, 3 knowledge)
- D/602/5646 Maintain court/tribunal records (5 competence, 1 knowledge)
- F/602/5638 Address pre-hearing matters relating to court/tribunal cases (4 competence, 2 knowledge)
- F/602/5641 Provide support to those about to attend courts/tribunals (3 competence, 3

knowledge)
- J/602/5642 Support proceedings in courts/tribunals (5 competence, 3 knowledge)
- M/602/5649 Monitor the progress of court/tribunal cases and review case (4 competence, 2 knowledge)
- R/602/5630 Progress requests for the rescheduling/adjournment of court/tribunal cases (4 competence, 2 knowledge)
- R/602/5644 Maintain public order and protocols at courts/tribunals (6 competence, 2 knowledge)
- T/601/4846 Allocate, list and arrange resources for court/tribunal cases (3 competence, 2 knowledge)

Optional Group B - candidates may choose 1 unit:

- A/601/3617 Develop, sustain and evaluate joint work between agencies (3 competence, 1 knowledge)
- H/601/1554 Promote continuous improvement (5 competence, 2 knowledge)
- H/602/5468 Maintain personal security and safety, and be alert to the security of others (5 competence, 2 knowledge)
- K/601/1555 Develop your own and others' customer service skills (5 competence, 3 knowledge)
- M/600/9600 Set objectives and provide support for team members (4 competence, 1 knowledge)
- Y/600/9669 Plan, allocate and monitor work of a team (4 competence, 1 knowledge)
- D/505/0178 Maintain professional standards and service (3 competence, 2 knowledge)
- Y/602/6262 Establish details and contact regarding new or repeat victims and witnesses (3 competence, 2 knowledge)
- D/602/6263 Undertake needs assessments of victims and witnesses (3 competence, 2 knowledge)
- T/602/6284 Establish requirements for special measures at court (2 competence, 3 knowledge)
- A/602/6285 Monitor and arrange support for victims and witnesses towards ensuring attendance at court (2 competence, 3 knowledge)
- F/602/6286 Notify victims and witnesses of the outcome of cases and address their reactions (3 competence, 2 knowledge)

Assessment of knowledge and competence

Competence should be assessed mainly through observation.

Knowledge should not be inferred whilst assessing competence. It should be delivered and assessed separately via a method such as a test, assignment, professional discussion, questioning etc.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

** achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

*** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT is included as it is relevant to effective performance for the roles named.

Progression routes into and from this pathway

Progression into this pathway

- direct entry from a school or college
- from a 14-19 Diploma in Public Services or Business Admin & Finance
- direct entry from another occupation e.g. Admin, Customer Service
- direct entry for existing staff working within the Court/Tribunal/Prosecution Service
- progression from the level 2 Intermediate Apprenticeship in Court Tribunal and Prosecution Administration

Progression from this pathway

Jobs:

- More senior roles within Courts/Tribunals. With significant further experience it may be possible to progress to management level roles such as Court Manager
- Specialised roles within Courts/Tribunals such as Project Management
- Other roles within the Justice and wider sectors

Further training and qualifications including:

- Management Development training
- Higher Level Apprenticeships such as Management
- Project Management training and qualifications

For further information on careers in this sector see the Skills for Justice website:
www.sfjuk.com/sectors/courts-tribunals -prosecution/working-in-courts-tribunals-and-prosecution/careers

UCAS points for this pathway: N/A

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice Workbook for Apprentices must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must be aligned to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

How to meet the requirements for ERR

A declaration must be signed and dated by the apprentice, learning provider and employer to confirm that the apprentice has covered the target areas and criteria.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: acecerts.co.uk/web

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link: www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/a pprenticeships

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

A key concern of the sector is that it does not reflect the community it serves.

- around 30% of those working in Court,Tribunal & Prosecution Services are male
- the Justice sector workforce has an almost 50/50 balance of males and females. This reflects that of the UK workforce as a whole
- over half of the Justice workforce is between the age of 35 and 54 and around 12% are aged over 55
- Black & Minority Ethnic (BME) staff across the Court and Tribunal service account for 12% of the workforce and 13% for the Prosecution service. This is higher than the UK workforce which is around 9%. It is also significantly higher than the Justice sector average of 5%

Likely reasons which have contributed to this imbalance include:

- a perception of the sector as poorly paid and a perceived lack of career opportunities may be limiting the number of applicants
- people considering entering the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways on from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area
- lack of an Apprenticeship route in the past, which offers a high quality standardised programme of training and development within Court, Tribunal and Prosecution services and progression opportunities into the wider Justice sector

In order to address these issues, awareness of Court, Tribunal and Prosecution services and the Justice sector generally as a profession is being raised through:

- producing careers information, advice and guidance including career progression pathways and case studies
- development of Apprtenticeships to create progression routes into and from occupations within Court, Tribunal and Prosecution services

For more information visit the careers section of the Skills for Justice website:
www.sfjuk.com/sectors/courts-tribunals-prosecution/working-in-courts-tribunals-and-prosecution/careers

Apprenticeships are seen as a vital route to encourage a more diverse range of individuals into the industry, therefore entry conditions to this framework are extremely flexible. Mentoring has been included to offer additional support and increase the chances of apprentices completing the programme, and there is a mandatory unit for equality and diversity.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the Industry using the 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

For more details on the Equality Act 2010 see the following link:
www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

Skills for Justice will monitor take up and achievement of all Apprenticeships as part of their Apprenticeship strategy and take steps to address any barriers to take up and achievement as part of their Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

The recommended minimum Guided Learning Hours (GLH) for the Court, Tribunal and Prosecution Operations apprenticeship are shown below for each level and pathway. A flexible approach to learning is encouraged for learners who have prior learning or experience. Therefore the minimum duration and GLH may be reduced, but only where a learner can demonstrate previous relevant learning or experience. However the following minimums apply:

1. To comply with Skills Funding Agency requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.
2. Please note, to comply with the Apprenticeship, Skills, Children and Learning Act 2010, a minimum of 280 GLH within the first year of the Apprenticeship and at least 280 GLH (pro rata) in each subsequent year must be completed.

L2 Court & Tribunal Administration pathway:

The total amount of GLH which includes both on and off the job guided learning is 382 GLH. This will take a minimum of 12 months.

L2 Prosecution Administration pathway:

The total amount of GLH which includes both on and off the job guided learning is 395 GLH. This will take a minimum of 12 months.

L3 Court & Tribunal Operations pathway:

The total amount of GLH which includes both on and off the job guided learning is 317 GLH. This will take a minimum of 12 months.

Minimum off-the-job guided learning hours

L2 Court & Tribunal Administration pathway:

An apprentice will need to complete a minimum of 227 GLH off the job (59% of the total GLH),

over a minimum of 12 months for this framework.

L2 Prosecution Administration pathway:

An apprentice will need to complete a minimum of 240 GLH off the job (61% of the total GLH), over a minimum of 12 months for this framework.

L3 Court & Tribunal Operations pathway:

An Apprentice will need to complete a minimum of between 228 GLH off the job (72% of the total GLH), over a minimum of 12 months for this framework.

How this requirement will be met

L2 Court & Tribunal Administration pathway:

The requirement for off the job guided learning is calculated as follows:

- 75 GLH Level 2 Certificate in Knowledge of Court/Tribunal Administration (includes ERR and induction)
- 45 GLH Level 1 Functional Skill in Maths (or alternative - see transferable skills section)
- 45 GLH Level 1 Functional Skill in English (or alternative - see transferable skills section)
- 45 GLH Level 1 Functional Skill in ICT (or alternative - see transferable skills section)
- 5 GLH minimum – appraisals related to this Apprenticeship programme
- 12 GLH minimum for mentoring

L2 Prosecution Administration pathway:

The requirement for off the job guided learning is calculated as follows:

- 78 GLH Level 2 Certificate in Criminal Prosecution Administration
- 45 GLH Level 1 Functional Skill in Maths (or alternative - see transferrable skills section)
- 45 GLH Level 1 Functional Skill in English (or alternative - see transferrable skills section)
- 45 GLH Level 1 Functional Skill in ICT (or alternative - see transferrable skills section)
- 5 GLH – appraisals related to this Apprenticeship programme
- 10 GLH for ERR and induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12 GLH minimum for mentoring

L3 Court & Tribunal Operations pathway:

The requirement for off the job guided learning is calculated as follows:

- 66 GLH Level 3 NVQ Diploma in Court/Tribunal Operations (to reflect the delivery of knowledge)
- 45 GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)

- 45 GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in ICT (or alternative - see transferable skills section)
- 5 GLH minimum – appraisals related to this Apprenticeship programme
- 10 GLH for ERR and induction
- 12 GLH minimum for mentoring

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH - L2 Court & Tribunal Administration pathway:

- Level 2 Certificate in Knowledge of Court/Tribunal Administration
- Level 1 (or higher) Functional Skills certificates for Maths, English and ICT or Level 1 Key Skills certificates for Communication, Application of Number and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)

Evidence of off the job GLH - L2 Prosecution Administration pathway:

- Level 2 Certificate in Criminal Prosecution Administration
- Level 1 (or higher) Functional Skills certificates for Maths, English and ICT or Level 1 Key Skills certificates for Communication, Application of Number and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)

Evidence of off the job GLH - L3 Court & Tribunal Operations

- Level 3 NVQ Diploma in Court/Tribunal Operations
- Level 2 Functional Skills certificates for Maths, English and ICT or Level 2 Key Skills certificates for Communication, Application of Number and ICT
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the

section on ERR for more details about the workbook)

Providers will be responsible for ensuring that the minimum off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: www. skillscfa.org/apprenticeships/certification-registration.html

Minimum on-the-job guided learning hours

L2 Court & Tribunal Administration pathway:

For this pathway, an apprentice will need to complete a minimum of 155 GLH on the job.

L2 Prosecution Administration pathway:

For this pathway, an apprentice will need to complete a minimum of 155 GLH on the job.

L3 Court & Tribunal Operations pathway:

For this pathway, an apprentice will need to complete a minimum of 89 GLH on the job.

How this requirement will be met

L2 Court & Tribunal Administration pathway:

The requirement for on the job guided learning is calculated as follows:

- 155 GLH Level 2 NVQ Diploma in Court/Tribunal Administration

L2 Prosecution Administration pathway:

The requirement for on the job guided learning is calculated as follows:

- 155 GLH Level 2 NVQ Diploma in Court/Tribunal Administration

L3 Court & Tribunal Operations pathway:

The requirement for on the job guided learning is calculated as follows:

- 89 GLH Level 3 NVQ Diploma in Court/Tribunal Operations (to reflect the delivery of competence assessment)

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited

elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, assessor, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, assessor, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH for all L2 pathways

- Level 2 NVQ Diploma in Court/Tribunal Administration
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence Personal Learning & Thinking Skills (PLTS), ERR and GLH
- Coaching and mentoring record, log or diary - not required at certification

Evidence for on the job GLH for L3 pathway

- Level 3 NVQ Diploma in Court/Tribunal Operations
- Completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence Personal Learning & Thinking Skills (PLTS), ERR and GLH
- Coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: www. skillscfa.org/apprenticeships/certification-registration.html

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

Personal Learning and Thinking Skills (PLTS) have been mapped to the competence based/combined qualifications for the Intermediate and Advanced Level frameworks. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves. Apprentices, line managers and providers must provide examples and evidence in the Workbook for Apprentices of where each of these skills have been demonstrated.

How to meet the requirements for PLTS:

Apprentices must complete and sign the Apprentice Declaration & Authorisation Form to declare PLTS attainment when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website: acecerts.co.uk/web

The Workbook for Apprentices can be downloaded at the following link: www.sfjuk.com/sectors/courts-tribunals-prosecution/developing-talent/a pprenticeships

As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following units:

Intermediate Level Apprenticeship:

- Y/601/5312 Equality & Diversity

Advanced Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- L/600/9586 Manage own professional development within an organisation
- H/600/9660 Develop productive working relationships with colleagues

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Independent enquiry can be delivered and demonstrated through the following units:

Intermediate Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- D/601/4808 Receive and progress court/tribunal cases
- D/602/5646 Collate and provide papers for individual court/tribunal cases
- D/602/5646 Maintain court/tribunal records
- F/600/9469 Manage personal development

Advanced Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- L/600/9586 Manage own professional development within an organisation
- H/600/9660 Develop productive working relationships with colleagues

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress

- communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

Intermediate Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- D/601/4808 Receive and progress court/tribunal cases
- D/602/5646 Collate and provide papers for individual court/tribunal cases
- D/602/5646 Maintain court/tribunal records
- F/600/9469 Manage personal development

Advanced Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- L/600/9586 Manage own professional development within an organisation
- H/600/9660 Develop productive working relationships with colleagues

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Team working can be delivered and demonstrated through the following units:

Intermediate Level Apprenticeship:

- D/601/4808 Receive and progress court/tribunal cases
- DB4 Collate and provide papers for individual court/tribunal cases
- D/602/5646 Maintain court/tribunal records

Advanced Level Apprenticeship:

- H/600/9660 Develop productive working relationships with colleagues

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities

change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

Intermediate Level Apprenticeship:

- D/601/4808 Receive and progress court/tribunal cases
- D/602/5646 Collate and provide papers for individual court/tribunal cases
- D/602/5646 Maintain court/tribunal records
- F/600/9469 Manage personal development

Advanced Level Apprenticeship:

- L/600/9586 Manage own professional development within an organisation

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Effective participation can be delivered and demonstrated through the following units:

Intermediate Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- F/600/9469 Manage personal development

Advanced Level Apprenticeship:

- Y/601/5312 Equality & Diversity
- L/600/9586 Manage own professional development within an organisation
- H/600/9660 Develop productive working relationships with colleagues

Additional employer requirements

N/A

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org